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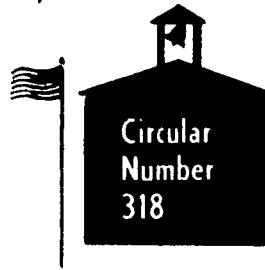
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ABSTRACT

Presenting detailed statistics illustrating trends and the numerical status of one-teacher schools, this U.S. Office of Education bulletin spans a 30-year period describing, by states, the overall decreases in the number of 1-teacher schools, their proportional relationship to all public schools and teachers, and the number of students attending them. Specifically, this report includes the following tabular data: public school consolidation trends revealed by statistics of 1-teacher schools and pupil transportation for the U.S. as a whole, 1918-48; number of 1-teacher schools by years specified and by states, 1918-48; percentage of 1-teacher schools in 1917-18 remaining, by years specified and by states; percentage ratios of 1-teacher schools to all public schools by years indicated and by states, 1918-48; percentage ratios of teachers in 1-teacher schools to teachers in all public schools by years indicated and by states, 1918-48; number and percentage of all public school pupils attending 1-teacher, 2-teacher, and 3-teacher schools in certain states, 1947-48. The data presented here indicate that: of the remaining 75,000 1-teacher schools, most are small in building, enrollment, and community served; while generally the 1-teacher school is vanishing, in nearly all the northcentral prairie region it accounts for nearly 75% of that region's public schools, 25% of its teachers, and 20% of its students. (JC)

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The One-Teacher School

- Its Midcentury Status

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FOREWORD

For 30 years the Office of Education has gathered statistics on the number of one-teacher schools maintained by the several States. This study draws upon these statistics to show by States, the over-all decreases in the number of these schools, their proportional relationship to all public schools and teachers, and the number of pupils attending them. It thus brings together, in a single report, significant data relating to a major aspect of American education and covering one of the most rapidly changing periods of its history. The trends reveal not only certain far-reaching changes in the organization of rural education in the Nation as a whole but point clearly to the developments in such education within the several States.

Despite the rapid decrease in the number of one-teacher schools the Nation over, there are still almost 75,000 of them. Individually, they are small in building, small in enrollment, and small as to community served. Collectively, however, they still constitute nearly half of all our schools and spell educational opportunity to about a million and a half American boys and girls.

This report was initiated and sponsored by a subcommittee of the Interdivisional Committee on Rural Education of the Office of Education, consisting of H. F. Alves, Jane Franseth, and W. H. Geumnitz, Chairman.

Rall I. Grigsby
Deputy Commissioner of Education

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THE ONE-TEACHER SCHOOL--ITS MID-CENTURY STATUS

INTRODUCTION

Plan of Report

Soon after the data for the 1935-36 school year became available for the Biennial Survey of Statistics of State School Systems, published regularly by the U.S. Office of Education, a special study^{1/} was made of the number of one-teacher schools in the several States and of the trends evident in comparing the statistics of such schools with those available from previous biennial reports. Reasonably complete statistics for the United States as a whole were first published for the school year 1915-16, and beginning with 1917-18, comparable State-by-State statistics for one-teacher schools were reported biennially. These statistical sources provided factual data for tracing by States the changes of one-teacher schools both in terms of absolute numbers of such schools, and in terms of percentage decreases. It was found that a few States actually showed increases in the number of one-teacher schools during the early part of the 18 years involved in this early study. By the year 1935-36 all States, however, had shown some decreases in the number of one-teacher schools; in most of them the decline was marked.

In order to give further meaning to the statistical survey of the status of the one-teacher schools in the United States, and the increases and decreases revealed, percentages were compiled to show the ratio between the number of teachers teaching in one-teacher schools and the total teaching force of each State. Likewise, percentages were determined to show the ratio between the one-teacher schools and all of the schools in each State. Certain efforts were also made in this earlier study to show by States the total number of pupils enrolled in the smaller schools, especially the one-teacher schools.

Approximately 10 years have passed since the earlier study was made. Statistics are now available to extend the several State-by-State computations contained in the previous report for each of the subsequent 2-year periods^{2/} beginning with 1938 and ending in 1948. The present report is, therefore, a supplement to the earlier study. Tabular data similar to those published in the earlier report were compiled for each of the biennia since 1936, namely, 1937-38, 1939-40, 1941-42, 1943-44, 1945-46, and 1947-48. The present report not only presents statistics similar in most respects to those published earlier but dips into the

^{1/} U.S. Office of Education. Are the One-Teacher Schools Passing? by Walter H. Gaumnitz. Washington, D.C., U.S. Government Printing Office, 1940. 17 p. (Office of Education Pamphlet No. 92)

^{2/} U.S. Office of Education. Biennial Survey of Education in the United States, 1944-46. Ch. II, Statistics of State School Systems. Washington, D.C., U.S. Government Printing Office, 1949. 96 p.

previous publication to show the situation for 20 and 10 years earlier, i.e., 1917-18 and 1927-28. The study here outlined will therefore provide continuous figures extending over a 30-year period from 1917-18 to 1947-48.

New Emphases in Rural School Reorganization

The question of the number and trends of the one-teacher schools is of much wider significance than the mere examination of statistical facts. There is at the present time a greater effort being made the Nation over than ever before to bring about the genuine reorganization of the local school districts into administrative units large enough both in area and in the number of pupils served to facilitate the development of comprehensive systems of public educational services geared to the needs of all youth both urban and rural. A National Commission on School District Reorganization^{3/} is at work. New laws have recently been enacted in a large number of the States calculated to bring about planning which will be soundly grounded in the "grass roots" of the people's needs and wishes. The size of the school and the role of the administrative unit in providing modern, efficient programs of elementary, secondary, and post-secondary education in rural areas loom large in such planning. Most of the States enacting such laws, and creating definite procedures and machinery for effecting the study and reorganization of the common local school district, are located in the Midwest.^{4/} However, the State of New York in the East and the States of Washington, Idaho, and California in the West have also for some time been vigorously restudying the organization of their school districts with a view to forming larger local and intermediate units of school administration.

There has been much confusion in the past concerning the reorganization of schools with a view to providing more complete and vitalized programs of instructional services to boys and girls living in the country. Many people thinking of this problem visualize principally the replacement of the one-teacher and other small schools with larger, centrally placed buildings into which children feed from all directions by bus lines reaching many miles into the country. This type of thinking conceived of the problem of improving rural education merely in terms of replacing the small schools with big ones. Such thinking often falls far short of the mark. Too often the enlarged, consolidated schools have succeeded only in reproducing the city pattern both in physical structure and in type of program offered. Too seldom have the new school buildings, the enlarged staffs employed, or the new programs of instruction instituted reflected the educational needs peculiar to rural communities or utilized the rich educational potentialities of the rural environment.

^{3/} National Education Association. Your School District. Washington, D.C., The Association, 1948. 286 p.

^{4/} Cushman, M. L. An Analysis of Legislation for School District Reorganization in the Midwest. Ames, Iowa State College, June 1948. 32 p.

Recently, the emphasis of rural school district reorganization has properly shifted to the enlargement of the administrative areas served by a rural school system rather than to the consolidation of attendance areas feeding into a single school building. Indeed, the term "consolidated school" has now largely become invalidated. The term has, in fact, become so meaningless that the Office of Education found it too difficult to gather statistics to show the number of rural school consolidations. This item, therefore, was eliminated from its reports several years ago. Some States and communities still adhere to the term, but a great many others have abandoned it.

Many of the purposes of the "consolidated school," popularly acclaimed during the second and third decades of this century, are now being achieved in various ways. Many local, small school districts are contracting for the education of their children with existing nearby school districts. Such contracts have long been made for the education of those children of secondary school age who had no high schools in their local districts and who therefore had to go to the nearby village or city schools for this level of education. Increasingly, contract arrangements are now also made for elementary instruction of children of districts having few such children. A great many States are now providing by law both for tuition payments by one district or county to another, and for supplementation from State funds. Many States long ago enacted laws to help pay the transportation costs of children attending schools in other districts than their own when distances involved warrant such payments. Sometimes, too, such payments are made to help defray costs of boarding away from home. It is clear from these developments that in many cases the centralization of rural schools and the expansion in the educational services provided rural youth are going forward in many ways other than those promised earlier by "school consolidation."

The present emphasis of local district reorganization is not upon the legal abandonment of a half-dozen or more one-teacher school districts, together with their small schools and appurtenances, and their organization into a new legal school district with a single "consolidated school" serving a single attendance area through the aid of public transportation for children living beyond reasonable walking distances. The new emphasis is upon larger administrative units, usually involving more than one attendance area. Such an enlarged administrative unit is planned to provide economically essential aids to the instruction and development of children which are not generally available in the small local school districts. Chief among these aids are a well-rounded staff of professionally educated administrators, supervisors, guidance officers, librarians, nurses, doctors and dentists, and the facilities essential for effective work both by all teachers employed and by the specialists provided. There may be in the enlarged unit several elementary schools—1-teacher schools, 2- or 3-teacher schools, and village or open country schools employing one or more teachers for each grade. There are sure to be provisions for elementary schools, junior high schools, and senior high schools. Increasingly, these are supplemented by junior colleges or community

institutes, technical schools, as well as other programs of education designed to serve the various needs of all rural school children and of out-of-school youth and adults.

One-Teacher Schools Are Important

Despite the shifts in concepts from the mere consolidation of local rural districts to the comprehensive planning of an effective system of schools and services, there has always been much interest in the extent to which one-teacher schools continue to operate in the United States and the rate at which they are passing from the scene. Indeed, in a very real way the dwindling in the number of these schools continues to be the most significant index of rural school reorganization now available on a State-by-State basis. As already suggested, the statistics showing the numbers and decreases of such schools in the several States, when buttressed by data showing increases in the number of children transported at public expense and in the total cost of such transportation, produce (see table I) reasonably complete evidence of the present status of rural schools and the changes that are taking place concerning them.

The historic importance of the one-teacher schools to the realization of the American ideal of providing educational opportunities for all should never be forgotten. As pointed out in the earlier pamphlet⁵, in the days before adequate roads the one-teacher school was an indispensable institution for teaching the fundamentals of reading, writing, and arithmetic to the youth of the families living in sparsely settled, pioneer outposts. They also served many other community functions--educational, recreational, and religious. Many such pioneer outposts can of course still be found. For these, the neighborhood, one-teacher school continues to be an important means of providing the rudiments of public instruction. Much experimentation has taken place in recent years to make the educational programs offered by the one-teacher schools better than those provided by them when this institution first came into prominence in American life. Much improvement in such programs needs no doubt still to be brought about. It is of great importance that the education provided in the remaining one-teacher schools, however few their number in a given State, be made as good as possible. As long as any American children are dependent upon these schools, every effort should be made to help them function at their best. To this end, a selected bibliography is appended to this report which might be helpful both to the teachers and to the school administrators responsible for the educational activities carried on in the one-teacher schools and to the teacher-training institutions preparing teachers to work in them. Indeed, these schools and their problems--better financing, more realistic teacher education, more supervisory services--should be the special concern of educational leaders of many of the States if equality of educational opportunity is to be achieved for rural youth.

⁵/ U.S. Office of Education. *Are the One-Teacher Schools Passing?* by Walter H. Gaumnitz. Washington, D.C., U.S. Government Printing Office, 1940. 17 p. (Office of Education Pamphlet No. 92)

Despite the rapid rate at which the one-teacher schools are decreasing, the data presented in this report indicate that there are still a great many such schools. It would seem obvious that one-teacher schools will and should continue to operate in many rural communities of the United States for a long time to come. A good case can be made for the contention that the teachers employed in them should be regarded second to none in terms of educational qualifications and in terms of the remunerations provided. After all, the teacher of such a school must, more than those in the larger schools, depend upon herself for the education provided to the boys and girls in her charge. In addition to responsible classroom performance, the teachers of the one-teacher schools have many other important responsibilities. They are usually the sole representatives of public education within the area they serve; they are called upon for wise counsel by the local school boards; they must secure or improvise much of the essential equipment and instructional materials needed by their pupils; and they are responsible for maintaining healthful and happy learning situations, often under trying circumstances. These are not jobs for mere beginners--jobs knocked down to the lowest bidder. If these teachers are to deal wisely and effectively with every child attending, they require greater maturity, wider experience, sounder training, and more help from administrators, supervisors, and other teaching aids than are now commonly found.

It might be of interest before analyzing the statistics presented by this report to point out that not all of the one-teacher schools of the United States are located in the open country and that they do not entirely limit their services to the elementary grades. A few such schools have persisted in some of the larger cities.^{6/} There they have been maintained to meet the needs of children who, because of geographical, social, and other factors, cannot readily attend the larger schools. According to information available for 1945-46, there were in that year about 500 schools in which a one-teacher staff offered one or more years of high school work. Two-thirds of these schools functioned as 2-year high schools, but 43 of them reported that they offered 4- or 6-year high school programs. These secondary schools are not commonly classified as one-teacher schools and are not included in the statistics herein reported, but in a very real sense they also are one-teacher schools. In a few States, the one-teacher elementary schools are regularly called upon to help provide secondary education services to isolated youth to whom such services would not otherwise be available. Some of these use correspondence courses supplied by the colleges and universities.^{7/}

^{6/} One such school has for many years been maintained as a part of the school system of the District of Columbia. Since there has been no change, this school is not included in the statistics presented by this report.

^{7/} A State Project for Equalizing School Opportunities. Division of Supervised Study, State College Station, Fargo, N. Dak. 1949. p. 4-5.

STATUS AND TRENDS OF ONE-TEACHER SCHOOLS, 1918-1948

Nation-wide Changes Since 1918

The six tables herein presented provide the most recent data now available to show by States the number of one-teacher schools maintained in the Nation as a whole and in the several States and the rates at which they are disappearing. To view first the over-all picture, attention is invited to the Nation-wide statistics (see table I). These show (1) the relationship of such schools to all of the public schools, (2) the relationship of the teachers employed in one-teacher schools to those in all of the public schools, (3) the relationship of the number of pupils transported at public expense to all of the pupils enrolled in all of the public schools, and (4) the public funds spent for such transportation. Incidentally, the statistics presented in this table probably constitute the most reliable indices of the present trends in rural school consolidation and centralization now available.

In 1917-18 there were in the United States 196,037 one-teacher elementary schools. This sum was 70.8 percent of all of the public schools that year. These one-teacher schools employed 31 percent of all the teachers, and it is estimated that they were attended by about 5 million, or about one-fourth, of all of the children. While data are not available to show the number of pupils transported at public expense in 1917-18, it is known that \$7,961,291 was spent for such transportation during the school year in question.

During the school year 1947-48 there were in operation in the United States a total of 74,944 one-teacher schools. This is not only a very large number of schools but 44.2 percent of all of the public schools maintained during that year. It will be shown later in this report that in 1948 about a million and a half children depended upon these schools for their educational start in life. Thus, despite the continuous, and sometimes precipitous, decline in the number of such schools since 1917-18 (averaging about 4,036 per year or 12 per day), there are still many of them operating in the United States. It may be seen (table I, col. 6) that the 74,944 teachers serving the one-teacher schools in 1947-48 constituted more than 1 of every 12 teachers employed in the public schools. Since a much larger proportion of all the teachers began their teaching careers in such schools, the significance of these small schools to the total teacher situation is greater than seems apparent. Surely these statistics suggest pointedly the importance of continuing to give serious attention to schools of this type and to the role they play in the educational development of both children and teachers as well as in the welfare of the Nation. They are a challenge not only to State and county school officers but to those who recruit and train the teachers for these schools.

Turning briefly to the statistics relating to the number of boys and girls transported each year, a rapid increase is noted. From the data for 1947-48, it may be seen that nearly 6 million, or about

1 out of every 4 children attending the public schools, now ride to and from school daily. Expenditures for this service have increased during 30 years from about 8 million to nearly 175 million dollars. Not all the children transported attend rural, centralized schools, but by far the most of them do. These transportation statistics therefore suggest the rate of such centralization. Moreover, the costs entailed point to the willingness of the public to go to great expense to improve and extend the educational services provided rural youth.

The trends in all of the indices relating to the number and proportion of the one-teacher schools are clearly downward for the Nation as a whole. This fact is established by all types of statistics adduced by this study (see figures A and B). Nationally, the scene in rural communities is clearly changing from ultra-small, highly decentralized rural schools to distinctly larger schools and to planned, coordinated systems of rural education. This basic observation also holds for most of the States.

It must be borne in mind in analyzing both the national and the State-by-State data presented by this study that significant changes have occurred in population, in industrial development, in road building, and in transportation generally. These changes have obviously affected the number and trends of one-teacher schools. Not only has the total child population, 5 to 17 years inclusive, increased from about 27 million in 1918 to about 30 million in 1948, but uneven increments or losses were registered for the various States. The period in question saw heavy shifts in population from rural communities to the cities and from the more rural to the more urban States. Generally speaking, the farms have grown larger, chiefly because of mechanization, and this in turn has tended to deplete the population in many rural communities. The increasing sparsity of families with children on farms has decreased the number of pupils attending the one-teacher schools and has increased the difficulty of providing larger schools. These difficulties have in part been offset by improvements in transportation and roadways. At the same time, however, the distances from home to school have increased.

Other factors have also affected the decrease in the number of one-teacher schools, and the changes in the role of these schools in the total educational picture. During parts (see figure A) of the depression (e.g., 1932-34) and the war period (e.g., 1940-42), the rates of decline slowed up slightly. These changes in trends were probably due to the difficulties involved in securing funds or materials when new or enlarged buildings were needed to accommodate the pupils from one-teacher schools wishing to close. Similar difficulties were experienced by larger schools when additional teachers were needed for such pupils but were hard to get.

Another important fact to bear in mind in reading the 1947-48 statistics for one-teacher schools, herein reported as describing the present situation, is that some significant changes have occurred since

that date. This is especially true for some of the States in which vigorous programs of district reorganization are now in progress. However, in those States in which the trends are not too irregular, the number of one-teacher schools for 1950 could be estimated with reasonable accuracy.

Another fact to bear in mind is that the number of one-teacher school districts has in recent years decreased more rapidly in many of the States engaged in district reorganization campaigns than the number of active one-teacher schools maintained. In many instances the lag in road-building and snow-clearance programs, the increased distances, and certain undesirable educational and welfare conditions that would have resulted from abandoning these schools, militated for their retention even after the original small districts had been reorganized into new and enlarged administrative districts.

State-by-State Changes Since 1918

Data illustrating how the detailed statistics, by States, may be read and the comparisons which may be made among them are presented (see tables II and III) to show, first by 10-year and then by 2-year periods, not only the number of such schools maintained in each State but what percent this number bears to the number of one-teacher schools within each State in 1917-18. Three of the States, for example, Ohio, Indiana, and Washington, which had 8,326, 5,396, and 1,761 such schools in 1918, had reduced them to 446, 411, and 155 by 1948, these latter numbers being respectively only 5.4, 7.6, and 8.8 percent of the former. In seven additional States—Maryland, New Jersey, North Carolina, New Hampshire, Delaware, Connecticut, and Massachusetts—more than 5 out of every 6 of the one-teacher schools each had in 1918 were abandoned during the 30-year period. Other States eliminated approximately 4 out of every 5 such schools during this period—some of them populous and industrialized like New York, but many with large, sparsely settled areas and difficult terrain, for example, Utah, Texas, Oregon, and Idaho. Three of the States—South Dakota, Nebraska, and Wisconsin—still had fully two-thirds as many one-teacher schools in 1948 as they reported in 1918. Indeed, these 3 States, together with 6 others—Illinois, Missouri, Minnesota, Iowa, Kentucky, and Kansas—each reporting over 3,000 such schools, accounted for 40,964 or well over half of all of the 74,944 one-teacher schools maintained in the United States in 1948. While conditions in the North Central States loom large in the remaining one-teacher school picture, it is not entirely the "wide open spaces" that account for the tenacious retention of large numbers of such schools. Illinois, for example, is fourth lowest, while Indiana is second highest when the States are arrayed as to the proportion of such schools abandoned during the period in question, and yet these 2 States are similar in industrialization, in terrain, in road-building progress, in climate, and the like.

Apparently, variations of school administrative policy, as well as physical and industrial development, are responsible for rapid

decreases in the number of one-teacher schools maintained in some of the States. Among the States already named as outstandingly successful in replacing these small rural schools with larger ones are some in which the State's share of the school finance program has been especially high, for example, Washington, Delaware, and North Carolina. Others--Maryland, Florida, and Utah--have a strong, county-unit or equivalent type of school administrative district. Still others, like Ohio, Indiana, New Jersey, Connecticut, and New Hampshire, have succeeded in eliminating many of their one-teacher schools through State-wide campaigns to reduce these small schools or through combinations of influences not easily identifiable.

It may be of interest to note that the rate of the decline in the number of one-teacher schools in the several States has varied greatly during the 30-year period. Some of the States effected the greatest decreases during the decade from 1918 to 1928. North Carolina and Florida, for example, eliminated nearly 60 percent of these schools during this period; Indiana also recorded a decrease of more than half of the schools of this type during that period; New Jersey, Ohio, and South Carolina each reported eliminating 40 percent or more of them; and California, Delaware, Georgia, Mississippi, Nevada, New Hampshire, Tennessee, Texas, and Utah each reduced these schools by 30 percent or more during that decade. Thus, during this early period, 15 different States showed reductions ranging from 30 to 60 percent of the number of their one-teacher schools in 1918.

Some of the States, for example, Arizona, Connecticut, Idaho, Maryland, Massachusetts, Oklahoma, Virginia and Washington, also reporting comparatively high decreases in these schools during the first decade again reveal high decreases in the second decade; others reporting comparatively low decreases early show high decreases in the second decade. Among the latter may be listed Rhode Island, New York, and Wyoming; a few others, for example, Montana and Maine, do not record large reductions in one-teacher schools until the last 8 or 10 years. A few States--Washington, Idaho, Oregon--show considerable decreases throughout the 30-year period. Obviously, those States which effected the heaviest decreases in the number of these small schools early in the period in question, and thus early reached the point where those remaining had to be retained to meet unusual circumstances, show comparatively small percentage decreases during the later years. Florida, Indiana, and North Carolina illustrate this situation. Indeed, two such States, South Carolina and Mississippi, reported increases in the number of one-teacher schools during recent biennia, owing probably to greater efforts to make educational opportunities available to isolated groups of rural and Negro youth.

One-Teacher Schools in Relation to All Schools

The State-by-State trends during the 30 years of the life of the one-teacher schools portrayed in tables II and III have the advantage of beginning with a reasonably fixed position, namely, the number of

such schools in 1918. That is to say, barring the establishment of comparatively few new one-teacher schools in recent years, the statistics presented showed definitely the number of such schools which had disappeared in each State during each biennium. Those statistics, however, could not show the comparative role of these small schools in the total public school setting. Percentage relationships of the one-teacher schools to all schools within each State are therefore presented (see table IV).

In analyzing these data, it should be kept in mind that usually, as the number of one-teacher schools decreased, the total number of schools also decreased, but at a slower rate. This may be seen for the Nation as a whole from figure B. It is important to note that the percentage ratios given in table IV are the products of two figures either or both of which vary one year with another. In any case, the basic statistics are those supplied by the State departments of education for each year indicated. Unusual variations in these ratios may for some States be explained by changes in definition of terms, in reporting procedures, and the like. That is to say, that despite all efforts to achieve greater uniformity, a State may at one time have reported as one "school" a school plant occupied by an elementary school, a junior high school, and a senior high school; at another time, it may have reported this situation as 3 schools.

To be sure, some additional two-teacher, three-teacher, or larger schools were built to care for the education of pupils who had previously attended the one-teacher schools abandoned, and for population shifts and increases. However, the resulting increases in the total number of public schools were for the most part much smaller than the decreases. Often the pupils of the closed one-teacher schools were sent to the nearby existing larger schools, where under contract arrangements, either temporary or permanent, their education continued. Indeed, during the depression, during the war, and since, great impetus was given to this way of providing educational opportunities to children of closed one-teacher schools. While some of these were reopened when times became more normal, many of them remained closed.

In so far as the percentage ratios truly picture the situation (see table IV) for the several States, it may be noted that in some the one-teacher schools did not exceed a half of all of the schools during the entire 30-year period covered by this study. Utah, Rhode Island, Massachusetts, New Jersey, Texas, California, Arizona, and Washington serve as examples of this situation; the first three named reported even at the beginning of this period only about a fourth of their public schools to be of the one-teacher type. In the first 4 States named, it may be noted that 30 years later only about 1 school in 20 is a one-teacher school; in 7 additional States—Washington, Ohio, Indiana, Connecticut, North Carolina, Maryland, and Texas—the percentage ratios show that fewer than 3 out of every 20 schools now maintained are of this type. Arizona, Florida, California, and New York now (1947-48) report these small rural schools to be about a fifth of all their schools.

The percentage ratios have been so continuously reduced over the years that the one-teacher schools now constitute fewer than half of all the schools in 31 States; the ratio for the Nation is 44.0. But there are marked exceptions to this generalization. South Dakota and Nebraska not only show minor fluctuation over the period in the ratio of one-teacher schools to all schools but 4 out of 5 of all their schools are of this type at the present time; practically every one of the other North Central States continues to report that fully two-thirds or more of all their schools are one-teacher schools. These higher ratios are no doubt due quite as often to rigorous winters, sparse population, wide open spaces, and undeveloped year-round roads as to the traditional adherence of farm people to the small school.

Educational leaders are now finding that the closing of these small schools is not always the best, and certainly not the only means of improving the educational opportunities of farm youth living in sparsely populated areas. Larger units of school administration--county, community, intermediate--whereby large and small neighboring schools are grouped or planned as a coordinated school system under one head are increasingly finding ways of improving the smaller schools through joint procurement of such services as helping teachers, guidance officers, health services, libraries and other equipment difficult to provide by small school districts.

Teachers in One-Teacher Schools in Relation to All Teachers

Somewhat more accurate pictures of the role of the one-teacher school in the educational programs of the States can be obtained by comparing by States the number of teachers employed in these small schools to that employed in all of the schools (see table V).^{8/} Comparisons of this type are probably the most meaningful of all those presented by this study because in a very real sense teachers represent classrooms which in turn indicate numbers of pupils involved. In the ratios of one-teacher schools to all schools, we compare schools of a wide variety of sizes--some serving thousands of pupils each and others serving fewer than 10 each. In comparing classrooms, these size differentials are greatly reduced. Also the basic statistics are somewhat more reliable. The term "teacher" is more easily defined, and State records relating to them have been consistently kept for many years.

Again it should be noted that the changes shown, when the percentage ratios of one biennium are compared with those of another, result from two variables, namely, the total number of teachers employed in all of the public schools of a State and those in the one-teacher schools. (See figure B.) The decreases shown in the number of teachers employed in the one-teacher schools are therefore only a part of the total picture.

^{8/} Data for all public school teachers (table V) from Biennial Surveys of Education, Statistics of State School Systems; supervisors and principals not included.

These statistics reveal that even in 1918 there were 4 States--Utah, Massachusetts, Rhode Island, and New Jersey--in which fewer than 5 percent of all public school teachers were employed in the one-teacher schools; during the 30 years since 1918 these same States reduced the number of these schools so that now fewer than 1 percent of their teachers work in schools of this type. Eight other States now also report only from 1 to 2 percent of their teachers in such schools. Indeed, viewing these statistics from the opposite extreme reveals that in only 3 States--South Dakota, North Dakota, and Nebraska--are there now more than 1 in 3 of all the teachers (or classrooms) in the one-teacher schools; in only one other (Iowa) is there more than 1 in 4. In relation to the total number of teachers and classrooms, the one-teacher schools are rapidly passing out of the picture. In the work of nearly 75,000 individual teachers, and in the very lives of a million and a half individual boys and girls, the one-teacher school continues to be a 100-percent institution. For these it can never be insignificant.

Pupils in One-Teacher and Other Small Schools

This study now comes to the purpose of all schools, namely, the pupils served: Just how many children are now attending the one-teacher schools? To how many rural boys and girls does this typically American, crossroads institution still spell "educational opportunity"? Unfortunately, the regularly published statistical reports of the Office of Education are largely silent on these questions. Too often the reports of the State departments of education, upon which the Office of Education must depend, do not supply the essential information. The major reasons for these omissions have probably been: that the number of children attending such schools is comparatively small and therefore regarded as unimportant; and that there are still so many of these small schools, thus making it difficult to compile and publish complete and comparable information concerning them. The "pointing with pride" of thousands of persons prominent in American life who began their education in these small rural schools is commonly brushed aside as nostalgic. Yet these schools have in the past been responsible for laying the educational foundation for good or ill of many farm boys and girls. As long as they continue to do so, these small, neighborhood, country schools deserve their share of the best of America's educational leadership. More study rather than less is needed if programs, techniques, and instructional personnel peculiarly suited to the needs of rural communities are to be developed.

By drawing upon the State educational reports for 1948, and in a few cases piecing out from similar recent reports, it was possible to compile data showing enrollment in one-teacher schools for 39 States (see table VI); enrollment figures for the two-teacher and three-teacher schools were also found for 28 and 24 States, respectively. The resulting statistics revealed, for example, that in Wisconsin 86,498, or 17.9 percent, of all school children were attending one-teacher schools; 21,112, or 4.3 percent, were in two-teacher schools; and 14,182, or 2.9 percent, were in three-teacher schools. In other words, 121,792

or 1 in 4 of all the public school children of this State, were in 1947-48 still dependent for their elementary education upon these small country schools, by far the most of them one-teacher schools. A similar situation was found in Minnesota. Kentucky showed even higher numbers of pupils attending the one-teacher schools; each of 5 other States—Missouri, Illinois, Iowa, Michigan, and Tennessee—still reported 60 to 80 thousand children served by such schools. Indeed, the 8 States named accounted for more than half of all children attending one-teacher schools in 1947-48.

Percentage-wise, the following States also loomed large in pupils still attending one-teacher schools: South Dakota, 29.6; North Dakota, 26.4; Nebraska, 19.7; and Vermont, 18.4.

Beyond the facts revealed for each of the States for which attendance data were available for the one-teacher schools, these data provided the basis for reasonably good estimates of the total number of children attending schools of this type throughout the Nation. In the 39 States reporting this type of information, 1,168,866 pupils were attending the one-teacher schools. This was 6.5 percent of the total public school enrollment of these States. If it is assumed that this percentage holds for the Nation as a whole, then there are still a million and a half children in the United States who are dependent for their education upon the one-teacher schools.

The very incomplete data for two-teacher and three-teacher schools revealed that the one-teacher schools by no means constituted the whole of the small school picture. Two States—Tennessee and South Carolina—each had more than 50,000 children attending two-teacher schools; in each of 5 other States—Alabama, North Carolina, Arkansas, West Virginia, and Louisiana—30,000 or more attended such schools. These data suggested that two-teacher schools continued to be popular chiefly in the southeastern region of the United States. All of the States reporting 5 percent or more of the children attending schools of this type, except New Hampshire and Nevada, were located in that region.

Colorado reported that 63,920, or 31 percent of its public school pupils, attended three-teacher schools. In only two other States—South Carolina and Arkansas—reporting enrollment data for this type of school, did they exceed 5 percent of the total.

For the two- and three-teacher schools, the essential data were available for too few States to warrant estimates for the Nation as a whole. Moreover, those available appeared not to be representative for the Nation. It is well known, however, that these small schools, like the one-teacher schools, are attended chiefly by rural youth and that, for the most part, they have other characteristics similar to those of the one-teacher schools. It appears, moreover, that some of the States in which these smallest schools have been greatly reduced during the 30-year period involved in this report, have replaced them with two- and three-teacher schools.

Many other interesting and useful facts could be determined from further analyses of the data presented in these tables. Obviously, for some of the States comparisons could be made between the average number of pupils enrolled per teacher in one-teacher schools and in all schools. Through such comparisons it would be found, on the one hand, that in some States--for example, Wyoming, Montana, and Nebraska--the number of pupils per one-teacher school, or teacher, averages 10 or below; in several others--Nevada, South Dakota, North Dakota, Illinois, Kansas, Iowa, Utah, and Texas--this average falls between 11 and 15 pupils per teacher. For the most part, these low averages reflect the efforts of these States to provide educational opportunities in areas which are mountainous, sparsely populated, or both. But to a degree they also reflect the reluctance of rural communities to abandon the small, one-teacher schools for fear that undue hardship to attend school or loss of democratic control will result. Comparisons of the type here suggested reveal, on the other hand, that in some States--for example, Ohio, New Jersey, Louisiana--the average number of pupils per teacher in the one-teacher schools remaining is equal to that in the larger schools. Such high enrollments per one-teacher schools have resulted from long-time policies in these States calculated to bring about the discontinuance of those schools which fall below specified attendance standards. Excessive distances and time to reach school have sometimes resulted.

SUMMARY

The purpose of this report, it will be recalled by way of summary, has been to present detailed statistics showing the trends and the numerical status of the one-teacher schools in the Nation as a whole and in each State. The tables bring together in compact and comparable form data, bearing on the subject in question, which have been published in many sources and over a wide span of years. The text shows how these data may be read and used. The study therefore permits few significant generalizations. However, the following summarizing statements may be helpful:

1. Nationally speaking, well over half of these schools have passed from the rural landscape during the 30 years from 1917-18 to 1947-48. In many States these small schools are now approaching the vanishing point. In others, they still loom large.
2. In the absence of exact, recent, and comparable data to show the number of school consolidations and the extent to which small local districts have been reorganized into larger units of school administration, the decreases in the number of one-teacher schools presented in this report become significant as indices of the progress rural school centralization is making throughout the Nation.
3. The statistics show that the one-teacher schools continue in certain States--nearly all those in the northcentral prairie region--to be numerically a major challenge to the best leadership

and ingenuity of educators. They account for nearly three-fourths of all the public schools maintained in those States, one-fourth of all the teachers employed in them, and nearly one-fifth of all the children attending them. For the Nation as a whole, these fractions are reduced to about one-half, one-twelfth, and one-fifteenth, respectively.

4. Since the one-teacher school still serves about 1½ million boys and girls, it must not be ignored as an educational institution. Since it is still the "open door" of educational opportunity to so many, it must not be written off as insignificant. And since the right of every child to an education is a fundamental and sacred duty of society, the one-teacher school, however small its number, continues to be a challenge to all of us, calling for earnest and continuous efforts to improve its services, to professionalize and dignify its teachers, and to provide it with the help, equipment, and support needed to carry on effectively.

FIGURE A.
**PERCENTAGE CHANGES IN ONE-TEACHER SCHOOLS,
 ALL SCHOOLS, AND ALL TEACHERS
 (1917-18 = 100)**

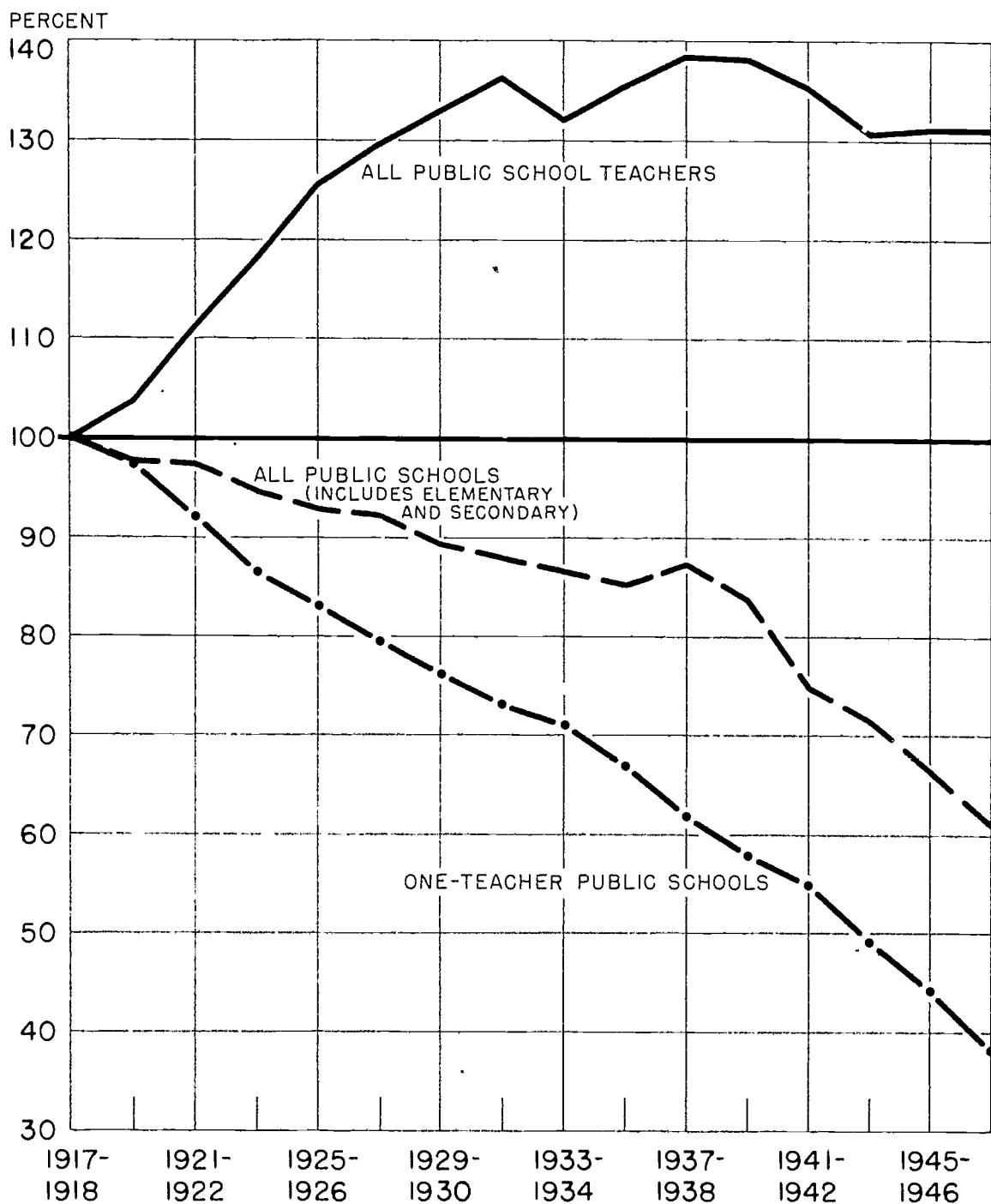


FIGURE B.
RATIO OF ONE-ROOM SCHOOLS TO
ALL SCHOOLS, AND ALL TEACHERS

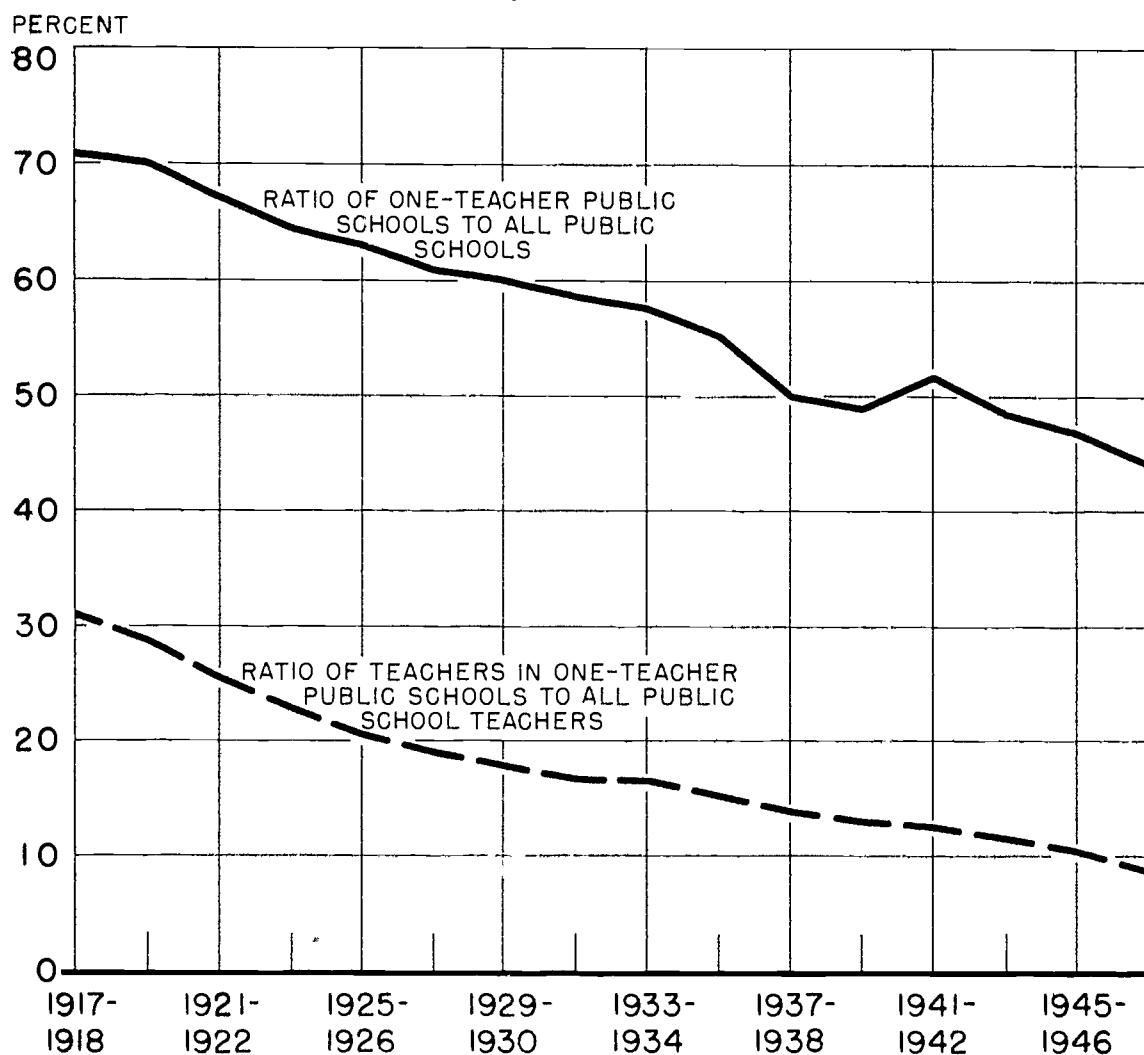


Table I. - Public School Consolidation Trends Revealed by Statistics of One-Teacher Schools and Pupil Transportation for United States As a Whole, 1917-48
(Rounded to nearest thousand; percentages from unrounded figures)

Year (1)	Schools			Teachers			Pupils			Cost of Transportation	
	All Schools (2)	One-Teacher Schools (3)	Percent (4)	Percent		Pct. in One-Teacher Schools (6)	Number in All Schools (7)	Number Trans-ported (8)	Percent Trans-ported (9)	Total (10)	Per Pupil (11)
				All Teachers (5)	One-Teacher Schools (6)						
1917-18	278	196	70.8	634	31.0	20,854	1/	1/	\$ 7,961	\$ 1/	
1919-20	271	191	70.1	658	28.9	21,578	356	1.7	14,538	40.79	
1921-22	271	181	67.1	705	25.6	23,239	594	2.6	21,817	36.75	
1923-24	263	170	64.4	748	22.8	24,289	837	3.4	29,627	35.38	
1925-26	258	163	63.1	796	20.5	24,741	1,112	4.5	35,053	31.53	
1927-28	256	156	60.9	822	19.0	25,180	1,251	5.0	39,953	31.95	
1929-30	248	149	60.1	843	17.8	25,678	1,903	7.4	54,823	28.43	
1931-32	245	143	58.6	863	16.7	26,275	2,419	9.2	58,078	24.00	
1933-34	241	139	57.7	836	16.5	26,434	2,795	10.6	53,908	19.29	
1935-36	237	131	55.3	858	15.2	26,367	3,251	12.3	62,653	19.27	
1937-38	243	121	50.0	877	13.8	25,975	3,769	14.5	75,637	20.07	
1939-40	232	114	55.9	875	13.0	25,434	4,144	16.3	83,283	20.10	
1941-42	208	108	51.7	859	12.5	24,562	4,503	18.3	92,922	20.64	
1943-44	196	96	49.1	828	11.6	23,267	4,410	19.0	107,754	24.42	
1945-46	182	87	47.6	831	10.4	23,300	5,057	21.7	129,756	25.66	
1947-48	170 ^{2/}	75 ^{2/}	44.0	858 ^{2/}	8.7	23,874 ^{4/}	5,751 ^{4/}	24.1	174,377 ^{4/}	30.32	

1/ Data not available.

3/ See footnotes, Table V.

2/ See footnote 5, Table II.

4/ Data for 4 States partly estimated.

Table II. - Number of One-Teacher Schools by Years Specified, and by States, 1918-48

State (1)	Number of One-Teacher Schools							
	1917-18 (2)	1927-28 (3)	1937-38 (4)	1939-40 (5)	1941-42 (6)	1943-44 (7)	1945-46 (8)	1947-48 (9)
Continental United States	196,037	156,066	121,310	113,964	107,691	96,301	86,562	74,944
Alabama	3,561	3,015	2,124	1,763	1,508	1,409	1,125	1,088
Arizona	287 ^{1/}	204	136	136 ^{2/}	136 ^{2/}	123	94	87
Arkansas	5,120	3,758	2,667	2,509	2,342	2,182	1,998	1,450
California	2,374	1,649	1,528 ^{3/}	1,384	1,384 ^{4/}	1,108	913	820 ^{5/}
Colorado	2,222	1,910	1,385	1,385 ^{2/}	1,395	1,154	1,048	561 ^{5/}
Connecticut	751	536	271	203	172	152	133	115
Delaware	331	232 ^{1/}	96	84	81	68	55	48
Florida	1,978	824 ^{1/}	722	691	608	551	521	420
Georgia	5,311	3,557	2,632	2,411	2,215	2,117	1,972	1,758
Idaho	1,295 ^{1/}	926	638	601	601	409	309	270
Illinois	11,000 ^{1/}	10,105	9,967	9,703	8,927	8,361	7,625	7,126 ^{1/}
Indiana	5,396	2,518	1,192	862	871	636	616	411 ^{2/}
Iowa	11,340	9,585	8,850	8,533	8,182	7,563	6,768	5,631
Kansas	7,730	7,200	6,364	6,029	5,894	5,280	4,432	3,090
Kentucky	7,205	6,256	4,387	4,280	4,158	3,792	3,573	3,462
Louisiana	1,941	1,513	972	998	986	951	922	778
Maine	2,283	1,868	1,560	1,382	1,146	1,024	815	728
Maryland	1,676	1,206	558	409	306	244	186	165 ^{1/}
Massachusetts	801	570	238	238	176	176 ^{1/}	176 ^{1/}	128
Michigan	7,206	6,372	4,770	5,400	5,261	3,791	3,374	2,952
Minnesota	8,231	6,997	6,559	6,295	6,008	5,409	4,853	4,418
Mississippi	4,371	2,930	1,989	2,181	2,684	2,463	2,121	1,850
Missouri	9,000	7,393	7,208	6,851	6,504	5,782	5,482	5,125
Montana	2,793	2,425	2,227	1,899	1,980	922	987	915
Nebraska	6,638	6,081	5,772	5,489	5,495	5,161	4,828	4,434
Nevada	314	212	186	145	113	123	86	88
New Hampshire	950 ^{1/}	608	388	327	285	237	206	133
New Jersey	760	430 ^{1/}	176	176 ^{1/}	123	109	95	89
New Mexico	748	722 ^{1/}	533	454	454	293	263	263
New York	8,800 ^{1/}	8,066 ^{1/}	8,998	4,041	3,414	2,651	2,009	1,494
North Carolina	4,681	1,907	1,220	1,047	848	839	811	595
North Dakota	4,400	4,361	3,802	3,392	3,280	3,141	2,933	2,677
Ohio	8,326	4,910	1,426	1,112	732	640	571	446
Oklahoma	4,805	3,426	2,456	2,400 ^{1/}	2,400 ^{1/}	2,223	1,948	1,325 ^{1/}
Oregon	1,950	1,536	1,121	923	788	647	549	399
Pennsylvania	9,846	7,821	5,350	4,861	4,402	4,070	3,621	2,744
Rhode Island	112 ^{1/}	97	48	48 ^{1/}	41	33	30	25
South Carolina	3,313 ^{1/}	1,905	1,095 ^{1/}	1,052	1,110	1,133	1,082	1,019
South Dakota	4,617 ^{1/}	4,796	4,101	3,949	3,787	3,599	3,402	3,203
Tennessee	4,977 ^{1/}	3,471	2,684	2,561	2,425	2,393	2,318	2,095
Texas	5,873 ^{1/}	3,899	2,795	2,383	2,125	2,005	1,825	1,200
Utah	138	952 ^{1/}	47	43	47	40	32	28
Vermont	1,250	1,087	893	875	772	752	650	571
Virginia	4,128	3,015	2,168	1,923	1,738	1,552	1,379	1,078
Washington	1,761	1,313	681	607	379	220	159	155
West Virginia	5,566	4,979	3,494	3,341	3,090	2,811	2,658	2,528 ^{1/}
Wisconsin	6,731	6,665	6,081	5,869	5,408	5,055	4,627	4,475 ^{1/}
Wyoming	1,150 ^{1/}	1,115	781	719	907	907	382	385

^{1/} Data partially estimated.^{2/} Statistics 1937-38.^{3/} Statistics 1935-36.^{4/} Statistics 1939-40.^{5/} Data from "The Forty-Eight State School Systems," Chicago, Council of State Governments, p. 194.^{6/} Statistics 1941-42.^{7/} Partly estimated.

Table III. - Percentage^{1/} of One-Teacher Schools in 1917-18 Remaining, by Years Specified, and by States

State	1917-18	1927-28	1937-38	1939-40	1941-42	1943-44	1945-46	1947-48
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Continental United States								
Alabama	100	84.6	59.6	49.5	42.3	39.6	31.6	30.5
Arizona	100	71.3	47.4	47.4	47.4	42.9	32.7	30.3
Arkansas	100	73.4	52.1	49.0	45.7	42.6	39.0	28.3
California	100	69.4	64.4	58.3	58.3	46.7	38.5	34.5
Colorado	100	85.9	62.3	62.3	62.8	51.9	47.2	25.2
Connecticut	100	71.5	36.1	27.0	22.8	20.2	17.7	15.3
Delaware	100	70.2	29.0	25.4	24.5	20.5	16.6	14.5
Florida	100	41.6	36.5	34.9	30.7	27.9	26.3	21.2
Georgia	100	67.0	49.5	45.4	41.7	39.8	37.1	33.1
Idaho	100	71.5	49.3	46.4	46.4	31.6	23.9	20.8
Illinois	100	91.8	90.6	88.2	81.1	76.0	69.3	64.8
Indiana	100	46.6	22.1	16.0	16.1	11.8	11.4	7.6
Iowa	100	84.5	78.0	75.2	72.1	66.7	59.7	49.6
Kansas	100	93.1	82.3	78.0	76.2	68.3	57.3	40.0
Kentucky	100	86.8	60.8	59.4	57.7	52.6	49.6	48.0
Louisiana	100	77.9	50.1	51.4	50.8	49.0	47.5	40.1
Maine	100	81.8	68.3	60.5	50.2	44.9	35.7	31.9
Maryland	100	71.9	33.3	24.4	18.3	14.6	11.1	9.8
Massachusetts	100	71.2	29.7	29.7	22.0	22.0	22.0	16.0
Michigan	100	88.4	66.2	74.9	73.0	52.6	46.8	41.0
Minnesota	100	85.0	79.6	76.4	72.9	65.7	58.9	53.7
Mississippi	100	67.0	45.5	49.9	61.4	56.3	48.5	42.3
Missouri	100	82.1	80.1	76.1	72.3	64.2	60.9	56.9
Montana	100	86.8	79.7	68.0	70.9	33.0	35.3	32.8
Nebraska	100	91.6	86.9	82.7	82.8	77.1	72.7	66.8
Nevada	100	67.6	59.2	46.2	36.0	39.2	27.4	28.0
New Hampshire	100	64.8	40.8	34.4	30.3	24.9	21.7	14.0
New Jersey	100	56.8	23.1	23.1	16.2	14.3	12.5	11.7
New Mexico	100	96.9	71.2	60.7	60.7	39.1	35.1	35.1
New York	100	91.7	56.8	45.9	38.8	30.1	22.8	17.0
North Carolina	100	40.7	26.1	22.4	18.1	17.9	17.3	12.7
North Dakota	100	99.1	86.4	77.1	74.5	71.4	66.6	60.8
Ohio	100	58.9	17.1	13.4	8.8	7.7	6.9	5.4
Oklahoma	100	71.3	51.1	49.9	49.9	46.3	40.5	27.6
Oregon	100	78.7	57.5	47.3	40.4	33.2	28.2	20.5
Pennsylvania	100	79.5	54.3	49.3	44.7	41.3	36.8	27.9
Rhode Island	100	86.7	42.9	42.9	36.6	29.5	26.8	22.3
South Carolina	100	57.5	33.2	31.7	33.5	34.2	32.7	30.8
South Dakota	100	109.9	88.8	85.5	82.0	77.9	73.7	69.4
Tennessee	100	69.7	53.9	51.5	48.7	48.1	46.6	42.1
Texas	100	66.4	47.6	40.6	36.2	34.3	31.1	20.4
Utah	100	68.8	34.1	31.2	34.1	29.0	23.2	20.3
Vermont	100	86.9	71.4	70.0	61.8	60.2	52.0	45.7
Virginia	100	73.0	52.5	46.6	42.1	37.6	33.4	28.5
Washington	100	74.5	38.7	34.5	21.5	12.5	9.0	8.8
West Virginia	100	89.5	62.8	60.0	55.5	50.5	47.7	45.4
Wisconsin	100	99.0	90.3	87.2	80.3	75.1	68.7	66.5
Wyoming	100	96.9	67.9	62.5	78.9	78.9	33.2	33.5

1/ Percentages based on data presented in Table II.

Table IV. - Percentage Ratios of One-Teacher Schools to All Public Schools
by Years Indicated, and by States, 1918-48

State	1917-18	1927-28	1937-38	1939-40	1941-42	1943-44	1945-46	1947-48
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Continental United States	70.8	60.9	50.0	48.9	51.7	49.1	47.6	44.0
Alabama	52.4	50.0	30.9	27.4	31.8	27.6	28.6	25.7
Arizona	43.4	38.1	20.0	24.9	25.0	23.1	17.1	17.7
Arkansas	79.1	60.7	49.6	47.2	48.9	47.3	47.8	39.0
California	42.6	23.7	27.6	25.0	29.3	24.1	21.8	20.1 ^{1/}
Colorado	71.9	60.0	45.8	45.8	67.0	49.9	46.8	27.3 ^{1/}
Connecticut	50.8	36.9	21.4	14.6	17.7	16.1	14.8	13.1
Delaware	71.2	52.3	35.5	32.3	35.7	31.3	25.9	20.3
Florida	74.0	37.1	25.8	24.4	25.6	22.7	24.1	17.7
Georgia	66.4	54.7	44	42.9	42.4	42.2	40.8	58.4
Idaho	74.7	56.8	42.3	43.4	47.3	34.0	28.1	28.2
Illinois	82.0	71.0	64.1	62.4	72.2	65.3	75.6	74.6 ^{1/}
Indiana	67.2	50.4	28.3	21.2	24.5	18.0	17.9	12.4 ^{1/}
Iowa	87.1	79.0	74.5	73.5	77.2	75.9	74.3	70.5
Kansas	81.9	77.5	76.9	76.9	75.7	82.3	74.6	64.3
Kentucky	86.3	78.9	58.9	68.8	61.7	56.7	57.9	55.5
Louisiana	60.1	47.3	32.4	36.2	33.3	30.9	31.2	27.4
Maine	69.5	69.5	61.9	54.8	53.9	53.2	45.2	39.2 ^{1/}
Maryland	66.4	54.9	36.4	28.2	24.3	20.7	16.6	14.1 ^{1/}
Massachusetts	26.7	19.5	8.5	8.3	7.5	7.2	8.0	5.6
Michigan	80.6	71.3	51.9	56.7	59.6	59.0	56.4	53.3
Minnesota	90.6	76.3	73.1	73.0	76.7	74.3	73.6	70.5
Mississippi	60.7	48.6	34.1	38.3	54.0	49.8	40.3	36.2
Missouri	82.7	73.0	67.5	64.4	65.7	77.0	73.2	67.0
Montana	90.2	67.7	91.8	90.1	96.4	51.1	59.5	58.5
Nebraska	86.4	79.8	76.8	78.3	76.8	78.4	77.2	79.3
Nevada	78.9	65.8	57.4	47.1	39.6	47.9	36.0	37.3 ^{2/}
New Hampshire	60.3	59.3	20.4	18.0	16.9	13.8	12.2	21.5 ^{2/}
New Jersey	34.8	18.7	6.1	6.1	4.4	5.7	5.2	4.9
New Mexico	54.0	48.8	42.4	39.7	49.4	33.7	31.8	32.2
New York	74.4	67.3	42.1	34.4	33.8	33.7	26.1	20.8
North Carolina	57.8	30.4	23.5	21.7	18.6	18.7	18.5	12.7
North Dakota	84.5	84.8	78.7	80.4	78.7	74.5	81.5	72.2
Ohio	72.6	58.2	21.7	19.5	13.5	12.2	12.0	10.2
Oklahoma	70.0	57.2	40.9	40.0	56.6	45.0	44.0	38.9 ^{1/}
Oregon	78.5	57.3	53.0	45.2	42.2	39.3	35.0	27.5
Pennsylvania	64.1	56.5	45.4	42.5	42.7	41.3	39.3	32.8
Rhode Island	20.1	19.8	9.6	10.0	10.2	8.6	7.8	6.5
South Carolina	69.4	45.0	26.4	25.5	27.2	27.7	27.5	26.2
South Dakota	84.8	88.7	78.1	80.6	80.5	80.4	91.8	86.1
Tennessee	75.7	56.0	41.8	41.2	41.0	42.5	42.8	38.8
Texas	38.4	31.7	23.3	23.1	23.0	20.6	20.6	14.9
Utah	20.0	16.2	8.1	7.7	8.8	7.5	6.3	5.5
Vermont	95.3	78.8	57.0	68.0	68.4	66.8	62.9	57.3
Virginia	61.2	50.8	46.9	42.3	41.1	39.0	36.8	29.1
Washington	49.7	44.6	29.9	29.3	21.2	14.4	10.7	9.9
West Virginia	84.8	69.5	62.0	61.8	60.6	58.4	57.8	55.9 ^{1/}
Wisconsin	81.9	80.3	71.1	68.7	81.4	81.0	68.8	70.6 ^{1/}
Wyoming	88.8	74.4	61.9	66.3	72.0	71.8	51.3	58.6

^{1/} Data for all schools used in computing percentages for 1947-48 for 6 States taken from source cited in Table II, footnote No. 5.

^{2/} Rise due to change in definition of "school."

¹ Elementary schools plus secondary schools.

Table V. - Percentage Ratios of Teachers in One-Teacher Schools to Teachers* in All Public Schools
by Years Indicated, and by States, 1917-48

State	1917-18	1927-28	1937-38	1939-40	1941-42	1943-44	1945-46	1947-48
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Continental United States								
Alabama	28.3	18.5	11.2	9.1	7.8	7.2	5.7	5.2
Arizona	14.0	7.2	4.3	4.0	3.9	3.6	2.4	1.9
Arkansas	51.7	30.2	20.9	19.5	18.5	17.7	16.3	11.5
California	13.7	4.7	4.0	3.6	-	2.8	2.2	1.7
Colorado	32.1	19.5	15.3	15.3	15.4	14.1	12.6	6.7 ^{1/}
Connecticut	10.9	5.7	2.8	2.1	1.7	1.5	1.4	1.1
Delaware	31.2	16.8	5.9	5.2	5.0	4.2	3.4	2.7
Florida	33.5	7.4	5.6	5.2	4.6	4.3	3.8	2.8
Georgia	35.3	18.9	11.6	10.6	10.1	9.3	8.7	7.7
Idaho	33.7	20.3	14.9	13.3	13.3	10.3	7.9	6.8
Illinois	32.7	22.7	21.9	21.1	19.9	19.6	18.0	16.5
Indiana	31.8	11.7	5.6	4.0	4.1	3.0	2.9	1.7 ^{2/}
Iowa	48.1	40.4	36.4	38.0	36.6	35.8	33.5	26.9
Kansas	47.1	37.6	36.8	35.7	35.7	33.7	30.3	21.1
Kentucky	54.0	39.3	25.0	22.8	23.3	22.6	20.9	19.4
Louisiana	23.2	13.2	6.9	6.7	6.6	6.6	6.7	5.5
Maine	39.1	30.3	25.2	22.4	18.8	17.4	13.7	11.9
Maryland	30.1	14.7	6.5	4.7	3.5	2.9	2.1	1.7 ^{3/}
Massachusetts	4.2	2.3	0.9	1.0	0.7	0.7	0.8	0.6
Michigan	33.2	20.6	14.8	16.5	16.2	11.9	10.4	8.7
Minnesota	43.9	32.6	30.9	29.9	29.4	28.4	25.7	23.2
Mississippi	36.3	19.5	12.8	14.8	16.6	16.1	14.4	12.0
Missouri	43.5	29.7	27.8	25.9	26.4	24.4	23.8	22.3
Montana	48.3	40.9	40.7	36.6	38.4	19.5	20.9	19.3
Nebraska	52.0	42.8	41.6	39.9	41.0	41.0	39.8	37.4
Nevada	54.7	25.8	21.7	16.4	13.0	13.1	8.8	9.2
New Hampshire	30.4	20.9	13.6	11.1	9.9	8.1	6.8	4.8
New Jersey	4.8	1.8	0.7	0.7	0.5	0.4	0.4	0.3
New Mexico	29.5	22.7	14.4	12.0	12.1	8.2	6.9	6.2
New York	16.7	11.4	5.7	5.0	4.5	3.8	2.7	2.0
North Carolina	30.7	8.1	5.1	4.3	3.4	3.4	3.3	2.4
North Dakota	61.5	51.0	46.8	46.7	43.3	46.7	44.9	41.9
Ohio	27.0	11.9	3.4	2.5	1.8	1.6	1.4	1.1
Oklahoma	27.6	17.9	12.2	11.9	13.6	13.9	12.4	8.7
Oregon	31.7	19.3	15.5	12.7	10.9	9.0	7.3	4.7
Pennsylvania	22.2	14.1	9.0	8.0	7.6	7.3	6.7	4.9
Rhode Island	4.2	2.6	1.2	1.3	1.0	0.9	0.8	0.7
South Carolina	39.2	14.6	7.6	7.0	7.3	7.5	7.1	6.5
South Dakota	61.6	59.4	49.6	50.4	49.4	50.5	50.1	47.6
Tennessee	38.4	19.9	13.3	12.7	12.0	12.3	11.8	10.1
Texas	20.3	9.8	6.3	5.3	4.6	4.7	4.2	2.7
Utah	3.8	2.9	1.1	1.0	1.1	0.9	0.7	0.6
Vermont	43.3	41.9	34.7	33.0	29.2	30.0	28.0	24.3
Virginia	29.7	18.5	12.8	10.8	10.0	9.0	8.3	6.7
Washington	19.1	12.8	6.7	5.7	3.7	2.0	1.3	1.2
West Virginia	50.7	33.5	23.5	23.4	19.8	18.3	17.6	18.5 ^{2/}
Wisconsin	40.2	33.4	28.3	28.6	26.9	26.0	23.4	22.1 ^{2/}
Wyoming	60.8	36.0	28.2	28.2	34.2	38.8	16.3	15.3

1/ Data for total teachers, 1946; for one-teacher schools, 1948.

2/ Data for total teachers, "The Forty-Eight State School Systems," p. 202.

3/ Partly estimated.

*Supervisors and principals not included.

Table VI—Number and Percentage of All Public School Pupils Attending One-Teacher, Two-Teacher, and Three-Teacher Schools in Certain States, 1947-48

State	All Public Schools	Pupils Enrolled in					
		One-Teacher Schools (39 States)		Two-Teacher Schools ^{1/} (25 States)		Three Teacher Schools ^{1/} (24 States)	
		Number	Percent	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
States Reporting	18,056,714	1,168,866	6.5 ^{2/}	481,392	3.6 ^{2/}	298,159	2.1 ^{2/}
Alabama	646,874	32,059	5.0	41,021	6.3	21,536	3.3
Arizona	124,413	1,485	1.2	2,261	1.8	1,711	1.4
Arkansas	403,708	41,348	10.2	35,929	8.9	25,592	6.3
Colorado ^{3/}	205,907	9,781 ^{3/}	4.8	6,949	3.4	63,920	31.0
Connecticut	257,767	3,012 ^{3/}	1.2	-	-	-	-
Delaware	43,523	1,267	2.9	1,044	2.4	635	1.5
Florida	407,605	9,825	4.0	12,597	5.1	10,774	4.4
Illinois	1,137,268	80,301	7.1	-	-	-	-
Indiana	646,626 ^{4/}	12,936 ^{4/}	2.0	-	-	-	-
Iowa	464,499	78,353	16.9	12,243	2.6	-	-
Kansas	333,815	37,996	11.4	-	-	-	-
Kentucky	546,077	110,151 ^{4/}	22.0	-	-	-	-
Louisiana ^{5/}	442,411	24,118	5.5	29,469	6.7	17,313	3.9
Maryland ^{5/}	288,391	4,943	1.7	11,950	4.1	6,714	2.3
Michigan	998,045	69,580	7.0	18,809	1.9	13,505	1.4
Minnesota	480,126	74,812 ^{4/}	15.6	12,224	2.5	13,110	2.7
Missouri	623,757	62,000 ^{4/}	13.1	-	-	-	-
Montana ^{5/}	95,669	8,952	9.3	3,501	3.7	1,753	1.8
Nebraska	225,525	44,538	19.7	3,115	1.4	767	.4
Nevada	25,960	1,052	4.1	1,346	5.2	217	.8
New Hampshire	68,143	2,914	4.3	4,991	7.3	2,020	3.0
New Jersey	630,950	2,865	.5	6,328	1.0	5,935	.9
New York	1,922,084	27,282	1.4	11,159	.6	7,746	.4
North Carolina	848,271	19,459	2.3	38,075	4.5	-	-
North Dakota	112,629	29,769	26.4	-	-	-	-
Ohio	1,151,913	11,325	1.0	14,395	1.2	32,052	2.8
Oregon	232,489	6,785 ^{4/}	2.9	-	-	-	-
Rhode Island	94,062	634 ^{3/}	.7	-	-	-	-
South Carolina	458,810	24,807	5.4	54,123	11.8	38,671	8.4
South Dakota	114,510	33,952	29.6	1,395	1.2	840	.7
Tennessee	628,439	63,035 ^{4/}	10.0	73,192 ^{4/}	11.6	-	-
Texas	1,279,040	17,986	1.4	23,624	1.8	11,848	.9
Utah	143,657	404	.3	2,450	1.7	2,760	1.9
Vermont	56,300	10,363	18.4	-	-	-	-
Virginia	560,975	42,314 ^{3/}	7.5	-	-	-	-
Washington	396,094	2,470	.6	2,906	.7	3,425	.9
West Virginia	423,250	54,565	12.9	33,891	8.0	-	-
Wisconsin ^{5/}	484,356	86,498 ^{4/}	17.9	21,112	4.3	14,182 ^{4/}	2.9
Wyoming	54,776	2,950 ^{4/}	5.4	1,493 ^{4/}	2.7	1,133 ^{4/}	2.1

^{1/} Some of the States reporting enrollments for one-teacher schools but not for two- or three-teacher schools may not have such schools.

^{2/} Computed on total attendance of all schools of only those States reporting schools of this type.

^{3/} Data reported for 1943-44.

^{4/} Data reported for 1945-46.

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Wayne, Donald. One-Room School. Parade, 6:18-20, October 5, 1947.

Describes the efforts and activities of a one-room school (Rose Hill School, Linn County, Iowa) to provide a modern program of education.

Weber, Julia. My Country School Diary. New York, Harper and Brothers, 1946. 270 p.

As the title implies, this book consists essentially of a day-by-day diary of a teacher of a one-room school located in the hills of New Jersey. It depicts four years of unconventional teaching, of sincerely and cooperatively facing real-life problems in a declining rural community, and of building an educated, self-disciplined leadership able and willing to improve community life.

West Virginia. Department of Education. An Experimental Study in Organization and Procedure of One-Teacher Schools. Charleston, The Department, 1940. 75 p. (West Virginia Education Bulletin, Vol. 8, No. 1)

Presents a large number of descriptive accounts of the efforts made and results achieved by teachers of one-teacher schools which were selected as centers to try out and demonstrate the new program, organization, and procedures suggested in an earlier bulletin entitled "Handbook on Instructional Organization and Procedure."

Suggested Plans of Organization and Procedure for One-Teacher Elementary Schools. Charleston, The Department, 1939. 139 p. (Revised 1947)

A teaching manual for one-teacher schools resulting from a State-wide study of many schools of this type by regional committees of teachers, county superintendents, and other educational leaders. The plans proposed are concerned with time schedules, grouping of subjects or subject content, and grouping of pupils. A large number of references are suggested for the guidance of teachers wishing to make their own adaptations.

Wisconsin. Better Schools for Rural Wisconsin. Madison, University of Wisconsin, 1947. Film.

A film contrasting a typical one-teacher school of Wisconsin with a large central rural school of New York. Made at the State University under the direction of the School of Education and financed by the Milwaukee Journal.

Wisconsin. The Committee on Rural Community High Schools. Education for Rural Wisconsin's Tomorrow. Madison, The Committee, 1946. 33 p.

Summary and recommendations resulting from the studies and experiments of the Committee looking toward the improvement of the educational opportunities of elementary and secondary pupils in this State. Urges larger schools and administrative units.

Wofford, Kate V. Modern Education in the Small Rural School. New York, The Macmillan Co., 1938. 582 p. illus.

A comprehensive discussion of the place of the small schools in rural communities and their educational problems.

Teaching in Small Schools. New York, The Macmillan Co., 1946. 399 p.

Discusses such practical teaching problems in the small schools as planning the day's work, long-term units, group control, use of teaching aids, community resources, etc. Stresses and illustrates adjustments, individual interests, abilities and needs. Brief bibliographies are listed.